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ABSTRACT

Part of an adult basic education series utilizing Southwestern American Indian cultural material, this level I (third grade equivalent, 2.7-3.9 readability) teacher's guide contains concise explanations of the various writing skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available supplementary commercial materials with specific pages cited. Unit I focuses on parts of speech: common and proper nouns, singular and plural nouns, pronouns used as nouns, simple verb tenses, articles, and descriptive adjectives. Unit II teaches sentence structure. Unit III covers uses of a period or question mark at the end of sentences. Unit IV presents capitalization. Unit V familiarizes students with the writing of personal information on forms used by businesses, schools, hospitals, etc., as a way of keeping records. (NEC)

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PATHWAYS

AN ADULT BASIC SKILLS WRITING WORKBOOK

LEVEL I

TEACHER'S GUIDE

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PREFACE TO THE TEACHER

The teacher's guide was developed to facilitate the teaching/learning process. The guide corresponds to the ABE student workbook and may be used as the answer book as well as a reference manual. It is comprehensive in that it contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials with specific pages cited. These materials may be used to supplement the exercises in the workbook.

Following is a brief summary of what is to be found in the reading and writing workbooks and how they are organized:

ABE reading and writing workbooks. The content material of the books are culture-based and provide a sequential, systematic approach to adult basic education. Utilizing Southwestern Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices, the student workbooks present well-researched information about the rich heritage of Indian culture of the Southwest. The nature of the materials makes the curriculum unique and offers adult educators an alternative approach. The aspect of cultural relevance creates interest, curiosity and a sense of self-pride.

There are six student workbooks, three each in reading and writing, covering three levels of readability. The corresponding grade levels of the workbooks are listed below:

LEVEL	EQUIVALENT GRADE	READABILITY
I	3rd	2.7 - 3.9
II	4th	3.5 - 4.9
III	5th	4.5 - 6.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The lessons in the workbook are arranged so that each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student.

All related, individual skills are presented in the workbooks in units. Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit and to let the student know of his/her progress. It is recommended that a student receive a score of at least 75% on each lesson before proceeding.

To help the student with word usage and increasing his/her vocabulary, a glossary has been included at the back of each workbook covering all literary, grammatical and technical terms used.

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Other information available to the teacher and program directors come in two separate handbooks. They are entitled: "A Continuum of Reading and Writing Skills" and "Implementation Handbook."

The **Continuum** is a master list or framework of PATHWAYS Curriculum covering the ABE and Pre-GED levels. It contains a scope and sequence of reading and writing skills. It identifies those skills which should be introduced at each grade level and indicates the order of presentation. It may be used by the teacher for planning instruction for individuals or groups.

The **Implementation Handbook** is a guide for teachers to use the curriculum materials for maximum results by knowing the essential elements of adult education. The handbook contains information on Understanding the Native American Learner (including learning styles); Overview of Curriculum Components; Diagnosis, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping.

KEY TO SUPPLEMENTAL MATERIALS

BBSW	Building Basic Skills in Writing
WSW	Writing Skills Workbook Series, Contemporary Books, Inc.
DS	Dr. Spello, McGraw-Hill, Inc.
LDL	Language in Daily Living, Steck-Vaughn Co.
LOL	Learning Our Language, Steck-Vaughn Co.
LE	Language Exercises, Steck-Vaughn, Co.
WD	The Writing Discovery Book
L2	Lifelines 2, Regents Publishing Co.
KGL	Keys to Good Language, The Economy Co.
LDL	Language in Daily Living, Steck-Vaughn Co.
PGLS	Pre-GED Language Skills, Cambridge Book Co.
C5	Composition Five, Scott, Foresman Co.
SIL	Skills in Language, Cambridge Book Co.
REW	Regents English Workbook, Regents Publishing Co.

UNIT I

A.1. Common and proper nouns

A common noun is a noun that names a person, place, or thing. It does not name a particular person, place, or thing.

Ex: sister, reservation, state

A proper noun names a particular person, place, or thing and is capitalized.

Ex: Rena, Navajo Reservation, Washington, D.C.

TEACHING SUGGESTIONS:

1. List on the board common nouns that indicate people, places, and things. Ask student whether the noun identifies a person, place, or thing.

2. Write names of particular people, places, and things (proper nouns) on the board. Ask student to tell you how they are different from the common nouns.

3. Ask student to write the names of the people in her family. Then ask student to write their relationship to her: mother, sister, brother. Explain the differences between common and proper nouns using family members.

4. Show how a word can be either common or proper, depending on how it is used.

   Ex: Salt River Reservation
   the reservation

   my aunt
   Aunt Elsie

ANSWERS:

1. deserts
2. mesas
3. foothills
4. mountains
5. sky
6. clouds
7. rainbows
8. storms
9. stars
10. rain
11. summer
12. Hail
13. crops
14. sun
15. desert
16. wind
17. dust
18. grit
19. tumbleweeds
20. ground

I.A.1. Common and proper nouns (cont.)

1. San Francisco Peaks
2. Hopis
3. Flagstaff, Arizona
4. Grand Canyon

1. Grand Canyon, center
2. Casa Grande, desert
3. Desbah, grandmother
4. Pueblo Bonita, village
5. Mustang, car
6. Dr. Romero, woman
7. December, month
8. Ira Hayes, hero
9. Tohono O'Odam, tribe
10. Hopi Tribe, school

SUPPLEMENTAL MATERIALS:

BBSW (1), pp. 55-58
WSW (1), p. 13
LOL (2), pp. 27-29
KGL, p. 9
LE-Red Bk., pp. 54-58

I.A.2. Singular and plural nouns

A singular noun names one person, place, or thing at a time. A plural noun names two or more at a time. Most plurals are formed by adding **s** to the singular form. Some irregularly formed plurals and the rules for these are presented below and in the student workbooks.

Rule #1:

When a noun ends in **s, ss, ch, sh, z,** or **x** you add **es** to make the plural

Ex: box - boxes

Rule #2:

When a noun ends in **y** that comes after a vowel, just add **s.**

Ex: valley - valleys

BUT, if a word ends in **y** after a consonant, change the **y** to **i** and then add **es.**

Ex: fly - flies

Rule #3:

When a noun ends in an **o** that follows another vowel, just add **s.**

Ex: stereo - stereos

BUT, if a word ends in an **o** that follows a consonant, you add **es.**

Ex: tomato - tomatoes

This rule has some exceptions. You might have to use the dictionary.

Some nouns are the same in the singular and the plural: fish, deer, trout, swine, elk, moose, sheep.

Some nouns change spelling internally, such as, man (men), woman (women), child (children). All the others are listed in the student workbooks.

I.A.2. Singular and plural nouns (cont.)

TEACHING SUGGESTIONS:

1. Have student name items in the room. Write the singular forms on the board. Drill while pointing to an item and having student recite the plural form.

2. Write several sentences containing singular nouns on the board. Ask student to change the singular nouns to plurals.

   Ex: The coyote chased the rabbit through the field. (Be sure to use the article the rather than a and to use the past tense so that student won't have to change the subject and verb agreement.

3. Provide plenty of drill work on forming plurals which require a spelling change. List plural words which student must change to singular. Give singular words which student must change to plural.

ANSWERS:

1. arrows
2. clouds
3. hawks
4. trees
5. horses
6. blankets
7. beads
8. eagles
9. pencils
10. cars

---

1. peaches
2. boxes
3. wishes
4. glasses
5. mixes
6. classes

---

7. puppies
8. keys
9. stories
10. berries
11. lilies
12. flies

---

1. radios
2. heroes
3. potatoes
4. rodeos
5. echoes
6. banjos

---

1. feet
2. sheep
3. deer
4. teeth
5. men
6. children

I.A.2. Singular and plural nouns (cont.)

1. (1) taxs, taxes
2. (1) cookys, cookies
3. (1) skys, skies
4. (2) misss, misses
5. (1) churchs, churches
6. (2) mans, men
7. (2) brushs, brushes
8. (1) holidaies, holidays
9. (2) sheeps, sheep
10. (1) enemys, enemies
11. (1) deers, deer
12. (1) foots, feet

SINGULAR NOUNS	PLURAL NOUNS
1. morning	14. Pimas
2. man	15. fields
3. speech	16. rabbits
4. hunt	17. hunters
5. place	18. men
6. hunt	19. hunters
7. trail	20. rabbits
8. rabbit	
9. rabbit	
10. person	
11. hunter	
12. man	
13. rabbit	

SUPPLEMENTAL MATERIALS:

LE-Red Bk., pp. 59, 60
KGL, p. 10
LOL (2), pp. 29-32
WSW 91), pp. 18-21
BBSW (1), pp. 58-61
PGLS, p. 15
SIL (1), pp. 13-18

I.B.1. Pronoun used as a noun

A pronoun is a word used in place of a noun (or nouns).

The pronouns used in this lesson are the personal pronouns: **I, you, he, she, it, we, you** (pl.), and **they.** These pronouns can only be used to take the place of a noun used as a subject. They help in minimizing repetition of words such as names.

TEACHING SUGGESTIONS:

1. Write several sentences on the board using the same proper name as the subject in each one. Ask student to replace the name with a pronoun.

2. Write names of students on the board. Follow the list with a phrase like ". . . is a student." Point at the names and ask student to replace the name (or names) with a pronoun.

   Ex: Melvin
   Rena is a student.
   Irwin and Arlene
   (student's name - for "you")

   Answer: He is a student.
   She is a student.
   They are students.
   You are a student.

ANSWERS:

1.	he	4.	it
2.	they	5.	he
3.	she	6.	we

1-6: Accept answers that use pronouns such as--
I (go to school every day)
You (are leaving tomorrow)

Story on Oraibi

1.	none	9.	you, he
2.	none	10.	none
3.	it	11.	he
4.	none	12.	none
5.	he	13.	none
6.	we, he	14.	it
7.	I	15.	you, they, you
8.	none		

I.B.1. Pronoun used as a noun (cont.)

1. Oraibi, or the village
2. the white man
3. the stones, the earth
4. the Hopis

SUPPLEMENTAL MATERIALS:

BBSW (1), pp. 137-141
WSW (1), pp. 43-45
LOL (2), p. 50
KGL, pp. 19-21
PGLS, p. 7
SIL (1), pp. 18-24

I.C.1. Simple verb tenses

There are three simple verb tenses: present, past, and future. The **simple present** refers to ongoing action. The **simple past** tense is used to express action that occurred in the past but did not continue into the present. The **simple future** refers to action occurring at some time in the future.

Ex: I work downtown. (present)
I worked until five o'clock yesterday. (past)
I will work this summer. (future)

TEACHING SUGGESTIONS:

1. The main thing to emphasize here is the verb endings signifying tense. Many students have difficulty hearing and remembering to write these endings. An oral drill emphasizing endings is recommended. Choose four or five regular verbs, such as walk, dance, hunt. Write subjects on the board. Be sure to use both pronouns and nouns, like this:

   He _____ to school.

   My grandmother _____.

   Jake & Melvin _____.

   Do this drill orally until you are convinced student understands the endings.

2. Use a large picture of a scene with people in it. Have student describe orally what is happening in the picture. Ask student to use present tense only. Write the sentences on the board. Then, ask student to rewrite the story in the past tense.

3. Use the same picture above. Ask student to imagine what will happen next in the picture. Ask student to write the story in the future tense.

ANSWERS:

1. past
2. future
3. present
4. past
5. present
6. future
7. future
8. past

I.C.1. Simple verb tenses (cont.)

1. hunt, future
2. learned, past
3. cooks, present
4. walk, future
5. waited, past
6. write, present
7. tracked, past
8. wants, present

	PAST	PRESENT
1.	studied	studies
2.	baked	bakes
3.	trapped	traps
4.	danced	dances
5.	tried	tries
6.	hiked	hikes
7.	ripped	rips
8.	hurried	hurries
9.	lived	lives
10.	stepped	steps
11.	carried	carries
12.	smoked	smokes
13.	tripped	trips
14.	used	uses
15.	dried	dries
16.	stopped	stops

1. carried
2. likes
3. trapped
4. dried
5. studies
6. baked
7. ripped
8. danced

1. lost
2. flew
3. saw
4. ate
5. bought
6. ran
7. fell
8. brought
9. drove
10. sang
11. paid
12. slept
13. gave
14. began
15. cut
16. rode
17. had
18. got
19. won
20. stood

I.C.1. Simple verb tenses (cont.)

1. spoke
2. bought
3. won
4. ran
5. caught
6. grew
7. flew
8. sang
9. slept
10. felt
11. took
12. found

SUPPLEMENTAL MATERIALS:

LE-Red Bk., pp. 66-67
KGL, p. 34
LOL (2), pp. 69-73
WSW (1), p. 30
BBSW (1), pp. 79-81
SIL 91), pp. 24, 36

I.D.1. Articles

Articles are used with nouns to show which one. **The** is used for singular or plural nouns. **A** and **an** are used for singular nouns only. **An** is used before any word that starts with a vowel or vowel sound.

TEACHING SUGGESTIONS:

1. The first thing you want students to do is identify the articles. This may be difficult for non-native English speakers. Use the first exercise to be sure student can differentiate between articles and other adjectives.

2. Write several sentences containing articles on the board. Ask student to underline all the articles.

3. Make sure that student knows when to use a or an. You can use an oral drill by writing nouns on the board; then ask student to supply the correct article.

ANSWERS:

1. An old man sat by the fire.
2. A large dog ran after the rabbit.
3. Give an apple to the little girl.
4. Don't tell a secret to an enemy.
5. The clouds are making the sky dark.
6. An eagle flew to the top of the tree.

1. a
2. the
3. a
4. an
5. a
6. a
7. an
8. an
9. the
10. an
11. a
12. the
13. an
14. the
15. a
16. an

SUPPLEMENTAL MATERIALS:

BBSW (1), p. 51
KGL, p. 73
LE-Red Bk., p. 18
REW (1), pp. 17, 79

I.D.2. Descriptive adjectives

Descriptive adjectives answer the question what kind? They can tell size, color, shape, and so on. These adjectives usually precede the nouns they modify, but they can also follow the nouns.

TEACHING SUGGESTIONS:

1. Bring some bright, colorful objects to class, such as books, pens, a coffee cup, a folder, etc. Ask student to name the objects, and then to describe something about each of them.

   Ex: a cup - - blue/white, shiny, colorful design

2. Explain to student that we use descriptive adjectives to differentiate between objects or persons.

   Ex: the red book, and the blue book; the tall boy, and the small boy

3. Write several sentences on the board using descriptive adjectives. Student should identify and underline the descriptive adjectives.

4. Write several sentences on the board with the descriptive adjectives left out. Student should supply an adjective for the sentence.

ANSWERS:

1. tall, white
2. round, hard
3. cracked, old
4. full, high
5. young, new
6. flat, dried
7. fresh, long
8. small, fresh

1-8: accept any good answer

SUPPLEMENTAL MATERIALS:

LE-Red Bk., pp. 79-82
KGL, p. 51
LOL (2), p. 77
BBSW (1), p. 163

UNIT I POST-TEST: PARTS OF SPEECH

1. Hualapai
2. deer
3. hide
4. Supai
5. Hopis
6. pottery
7. Hopis
8. boots
9. women
10. Zunis
11. dye
12. turquoise
13. arrows
14. peaches
15. valleys
16. canyons
17. women
18. mice
19. fish
20. flowers
21. They
22. We
23. It
24. She
25. future
26. past
27. present
28. future
29. good
30. the
31. old
32. fast
33. daily
34. the
35. sea
36. fresh
37. the
38. An
39. a
40. forced
41. a
42. favorite
43. the
44. a

UNIT II

II.A. Types of simple sentences

The only two sentence types presented here are the statement and the question. In this lesson, the student should understand that a sentence expresses one whole thought or idea.

TEACHING SUGGESTIONS:

1. Start by having a simple conversation with student. Try to remember what was said exactly and write the words on the board. It should look something like this:

   Ex: "What time did you get here?"
   "About six."
   "Eat yet?"
   "Just a hamburger."

   Explain to student that when we talk we don't always express complete thoughts or ideas because much of what we say is understood by the person we are talking to. Explain that when we write, we don't have that same understanding. We can't depend on voice inflection, facial expression, or body language. All we have are words, and we must be as clear as possible.

2. You must explain that a statement is a telling sentence, and a question is an asking sentence. Student needs to learn the difference. Write several examples of each kind of sentence on the board, minus the end punctuation. Have student identify the type of sentence each is.

3. Read about 10 sentences out loud. Have students identify which is an asking/telling sentence.

4. Pair students. Have one student interview the other. Give simple questions for the interview like:

   Ex: What is your name?
   What tribe do you belong to?
   Do you have any children?

   The other student must answer in a complete sentence. Then, reverse roles. You can walk around the room to help with problems.

II.A. Types of simple sentences (cont.)

ANSWERS:

1. coyote.
2. baskets.
3. many colors.
4. the desert.
5. with snow.
6. to Flagstaff.
7. wonderful.
8. made a sandpainting.

1. Q
2. Q
3. S
4. Q
5. S
6. Q
7. Q
8. S
9. S
10. Q
11. S
12. Q

1. Am I old enough to vote?
2. Can you hear the singers?
3. Is there a sunrise dance tomorrow?
4. Are they old friends?
5. Must you go into town?
6. Should Grandmother stay home?
7. Were the boys out riding?
8. Was Rena in school?

SUPPLEMENTAL MATERIALS:

BBSW (1), pp. 17-21
LOL (2), pp. 3, 4
KGL, p. 2

UNIT III

UNIT III - PUNCTUATION

III.A.1. Use of period at the end of a sentence
III.A.2. Use of question mark at the end of a sentence

This combined lesson follows the one on types of sentences. You could review that lesson, include this lesson, and preview the next lesson. You would say something like, "Every statement begins with a capital letter and ends with a period." and, "Every question begins with a capital letter and ends with a question mark."

TEACHING SUGGESTIONS:

1. Write several sentences on the board but do no separate them with capitals and punctuation. Read these to student and ask where each sentence stops. Put periods in where student tells you to.

2. Show students how to draw a question mark. Have students practice this in the workbook. You may need to walk around and check while this is in progress.

3. Write a short question/answer dialogue on the board. Have student tell you which mark belongs at the end of each sentence.

ANSWERS:

1. race.	1. bread?	5. it?
2. mesa.	2. going?	6. money?
3. race.	3. wear?	7. brother?
4. race.	4. back?	8. live?

---

1. ?	7. ?
2. .	8. .
3. .	9. .
4. ?	10. ?
5. .	11. .
6. ?	12. .

SUPPLEMENTAL MATERIALS:

LE-Blue Bk., p. 9
LE-Green Bk., p. 7
LOL (2), p. 40
PGLS, p. 3, 94

UNIT IV

IV.A. Capitalization

In this lesson, you will be teaching the use of capital letters at the beginning of sentences and for proper nouns. Other uses of capitals are taught in later books.

TEACHING SUGGESTIONS:

1. Once again, it will be easier for student to remember about sentences if the last two lessons are combined with this one.

   Ex: "A statement expresses a complete thought and gives information. It starts with a capital letter and ends with a period."

   "A question expresses a complete thought and asks for information. It starts with a capital letter and ends with a question mark."

2. Student should be able to identify proper nouns from common nouns. Make a list of each on the board. Ask student to identify which nouns need capital letters.

Ex: Common	Proper
a city	oraibi
my grandmother	anna tso
a tribe	havasupai
today	saturday
next month	april

3. Many students forget to capitalize the days of the week. Be sure to remind them that the words are the names of the days.

4. Explain that some nouns can be proper or common depending on how they are used.

   Ex: The mayor of the city
   Mayor Simons

   The president of the company
   President Reagan

IV.A. Capitalization (cont.)

ANSWERS:

1. my, bessie, mesa, arizona
2. bob, chee, tuba, city, friday
3. i, taos, new, mexico, june
4. the, hopi, walpi, arizona
5. rena's, helen, begay
6. on, sunday, i, galen
7. his, henry, saturday
8. the indians, april

1. Pete will ride his horse to Chinle on Tuesday.
2. Lewis plans to go to the council meeting on the first Monday in July.
3. On Saturday, my friend, Paula, will teach me to make Hopi piki bread.
4. A lot of good silver jewelry is made in Zuni, New Mexico.

SUPPLEMENTAL MATERIALS:

WSW (2), p. 19
LOL (2), p. 23
LE-Green Bk., p. 3
LGL, p. 12
LDL, p. 3

UNIT V

V.B. Writing of personal information

The writing of personal information is very important, and sometimes very confusing to anyone not familiar with filling out forms. The purpose of this lesson would be to familiarize the students with the use of forms by businesses, schools, hospitals, etc., as a way of keeping records.

TEACHING SUGGESTIONS:

1. Draw a simple form on the chalkboard beginning with name, address, date of birth, etc.; resembling information that is usually wanted on forms:

   NAME _____
   (Last) (First) (Middle)

   ADDRESS _____
   (Street or P.O. Box No)

   _____
   (City) (State) (Zip Code)

   Date of Birth _____
   Mo. Day Yr.

2. Explain carefully how you write your date of birth in numbers--12/24/80.

   This is a difficult concept for some and they need to be shown exactly how this information should be written.

3. It is a good idea to spend a few minutes practicing with forms as a review of concepts introduced. You should vary the types of forms as much as possible. Some other questions found on forms might include the following:

   Place of birth: _____

   Tribe: _____ Census No. _____

   No. of dependents: _____ U.S. citizen? ____

SUPPLEMENTAL MATERIALS:

BBSW (2), pp. 98-108
RR, p. 95
LDL (4), pp. 14, 15

UNIT II, III, IV, V POST-TESTS: SENTENCE STRUCTURE
PUNCTUATION
CAPITALIZATION
PRACTICAL WRITING

Nos. 1, 4, 5, & 7 are underlined as complete thoughts or ideas.

Nos. 2, 3, 6, & 8 are incomplete.

1. ?
2. .
3. .
4. ?
5. .
6. .
7. ?
8. ?
9. In
10. some
11. great
12. red cloud
13. spotted tail
14. crazy horse
15. sitting bull
16. little wolf
17. (accept correct information only)
18. (accept correct information only)
19. (accept correct information only)
20. (accept correct information only)